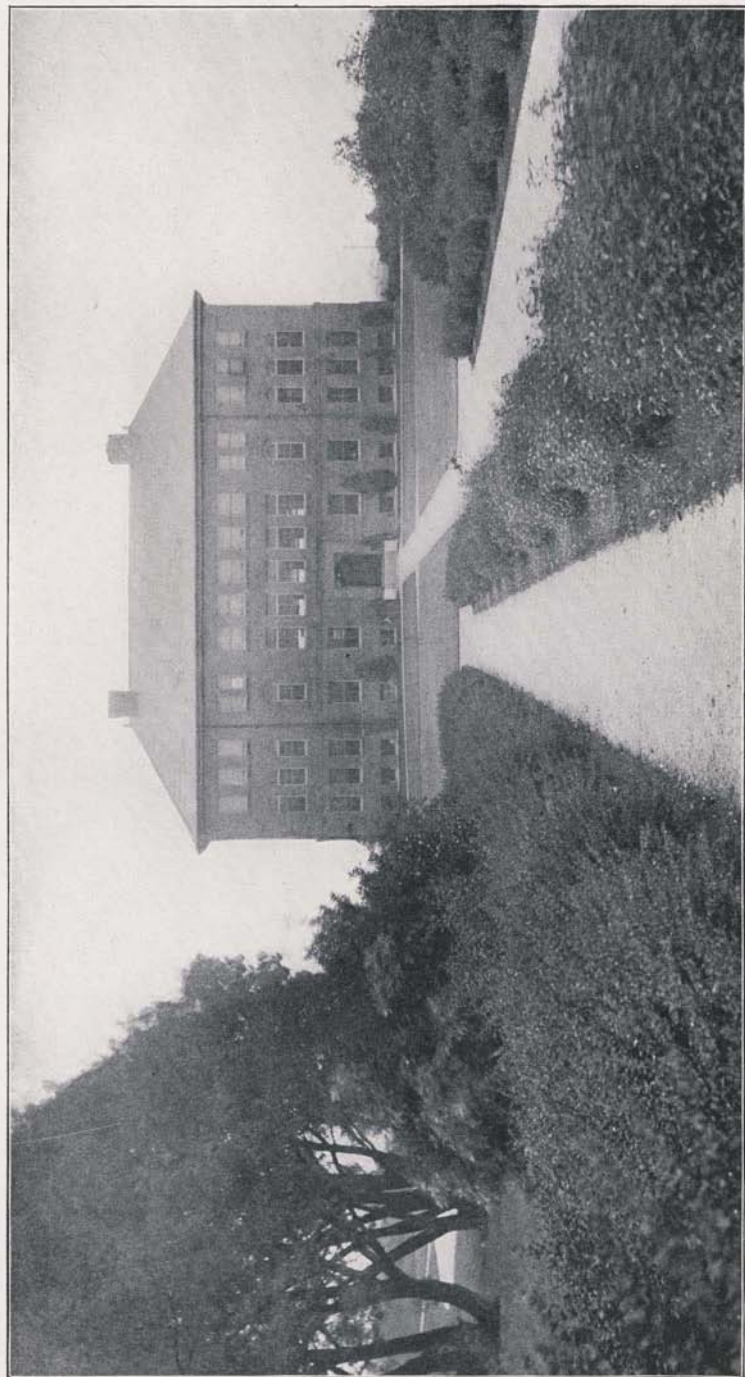


HYANNIS 1909

UNDER THE DIRECTION OF THE STATE
BOARD OF EDUCATION OF MASSACHUSETTS







NORMAL SCHOOL.

STATE NORMAL SCHOOL

AT

HYANNIS, MASS.

CATALOGUE AND CIRCULAR

FOR 1909.



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1909.

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State Board of Education, 1909.

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Faculty

(WINTER SESSION).

W. A. BALDWIN, B.S., Principal, Psychology, Pedagogy, School Management, History of Education. Educated at Oswego Normal School, Harvard University, Cornell University, Chicago University.

JULIA A. HAYNES, A.B., Biology, Mathematics. Educated at Wellesley College, Marine Biological Laboratory, Woods Hole, University of Michigan.

EDMUND F. SAWYER, Music. Educated at Wesleyan University, New England Conservatory of Music.

CHARLES H. MORRILL, B.S., Geography, Physics, Manual Training. Educated at Bridgewater Normal School, Harvard University.

MINERVA A. LAING, Chemistry, Geology, Minerals, Drawing. Educated at Oswego Normal School, Institute of Technology.

FREDERICK W. RIED, substitute in Drawing, second half year.

HANNAH MARGARET HARRIS, Ph.B., History, Literature. Educated at Farmington Normal School, Cornell University, University of Pennsylvania.

ANNIE S. CROWELL, B.S., Physical Training, Physiology. Educated at Hyannis Normal School, Harvard University, Columbia University.

MARTHA N. SOULE, Secretary and Librarian. Educated at New Bedford Business College.

TRAINING SCHOOL.

A. MONROE STOWE, A.M., A.M., Ph.D., Principal, grades eighth and ninth. Educated at Northwestern, Harvard and Columbia Universities.

ANNIE H. CHADWICK, grades sixth and seventh. Educated at Bridgewater Normal School, Hyannis Normal School.

HARRIET C. MOORE, A.B., grade fifth. Educated at Mt. Holyoke College, Hyannis Normal School.

MARY GREGG, grade fourth. Educated at Kraus Training School for Kindergartners, Oswego and Hyannis Normal Schools.

SARAH SOMERS FORD, grades second and third. Educated at Miss Hazard's School, Miss Wheelock's Kindergarten Training School, Hyannis Normal School.

IDA E. FINLEY, grade first, Principal Primary Department. Educated at Framingham Normal School.

OTHER OFFICERS.

Mrs. HELEN S. KELLOGG, Matron of Dormitory.

J. F. SMALL, Engineer and Janitor.

JOSEPH R. MURRAY, Assistant Engineer and Janitor.

ROBERT MURRAY, Gardener.

GAETANO SALA, Assistant Gardener.

Faculty

(SUMMER SESSION).

MUSIC, Edmund F. Sawyer, Instructor in Music, State Normal School, Hyannis.

PEDAGOGY, J. J. Findlay, Sarah Fielden Professor in Education in the University of Manchester, Manchester, Eng.

ENGLISH, Elizabeth H. Spalding, formerly Instructor in English, Pratt Institute, Brooklyn, N. Y.

GEOGRAPHY, Charles P. Sinnott, Instructor in Geography, State Normal School, Bridgewater.

ARITHMETIC, Gertrude E. Bigelow, Supervisor of Practice, Boston Normal School, Boston.

DRAWING, Theodore M. Dillaway, Supervisor of Drawing, Buffalo, N. Y.

HYGIENE and PHYSICAL TRAINING, with Physiology as a Basis, Annie S. Crowell, Instructor in Physical Training and Physiology, State Normal School, Hyannis.

PSYCHOLOGY, John Coulter Hockenberry, Instructor in Pedagogy, State Normal School, Westfield.

PLANTS and SCHOOL GARDEN WORK, Bertha M. Brown, formerly Instructor in Biology, State Normal School, Hyannis.

UNITED STATES HISTORY, Hannah Margaret Harris, Instructor in History, State Normal School, Hyannis.

INDUSTRIAL WORK, Theory, Charles H. Morrill, Instructor in Physics and Manual Training, State Normal School, Hyannis. Basketry, cane seating, hammock making and similar subjects, Mabel Kimball Baker, Supervisor of Industrial Work, Training School, Hyannis.

SUPERVISION, Clarence F. Carroll, Superintendent of Schools, Rochester, N. Y.; Kate Stevens, Principal Montain Street Higher Elementary School, London, Eng.

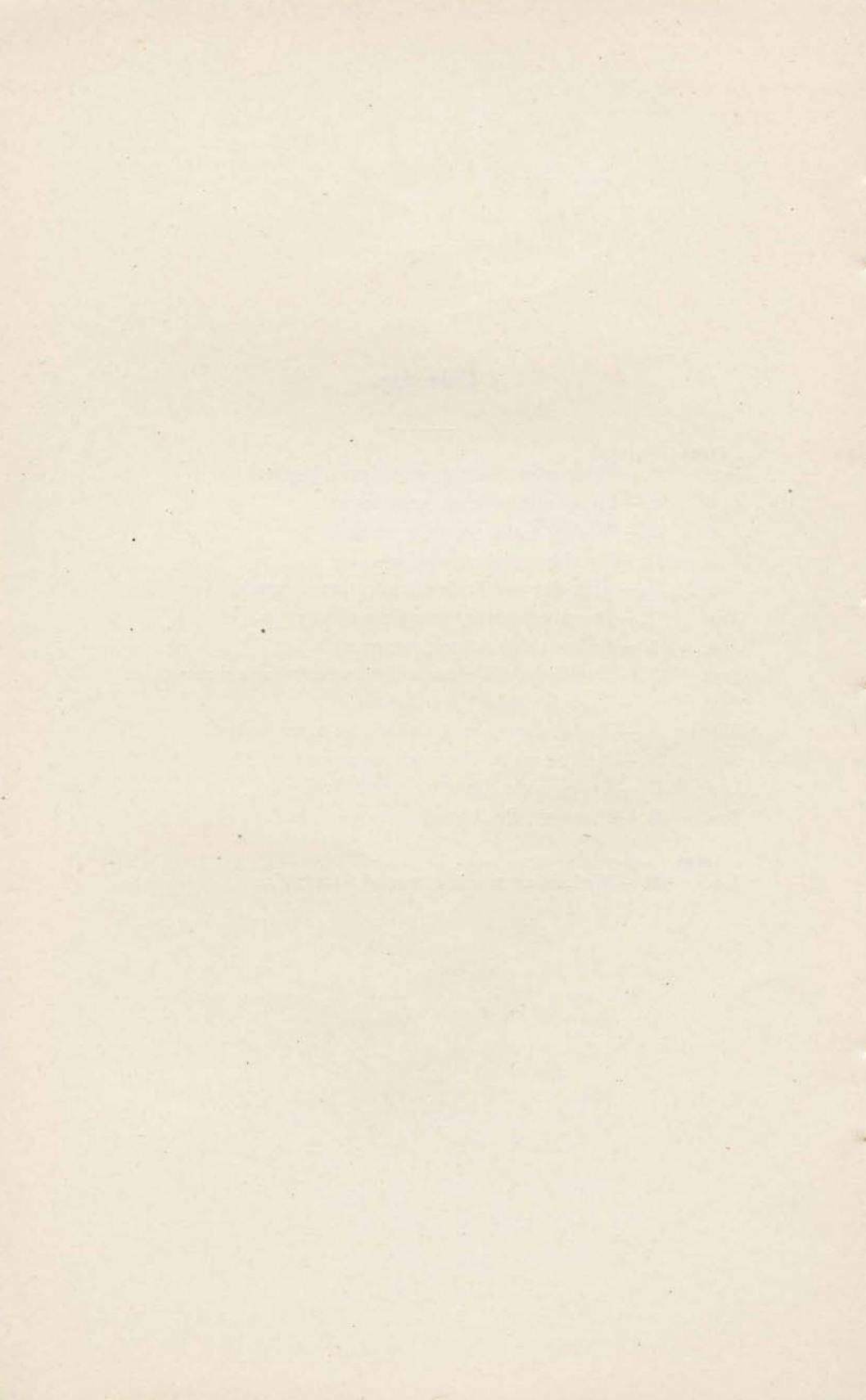
Calendar.

1909.

- Jan. 27. — Wednesday morning, second term begins.
April 2. — Friday night, spring recess begins.
April 12. — Monday night, spring recess ends.
June 21. — Monday, public graduation.
June 24, 25. — Thursday and Friday, first entrance examinations.
July 7. — Tuesday morning, summer session begins.
Aug. 6. — Friday night, summer session ends.
Sept. 7, 8. — Tuesday and Wednesday, second entrance examinations.
Sept. 9. — Thursday, school year begins.
Nov. 24. — Wednesday night, Thanksgiving recess begins.
Nov. 29. — Monday night, Thanksgiving recess ends.
Dec. 17. — Friday night, Christmas recess begins.
Dec. 27. — Monday night, Christmas recess ends.

1910.

- Jan. 26. — Wednesday morning, second term begins.



State Normal School at Hyannis.

The catalogue which appeared in 1902 opened with the following statement:—

For over five years the State Normal School at Hyannis has been growing into its present form. Each year a catalogue and circular of the school has been prepared along the usual conventional lines, setting forth the State requirements, which apply to all Massachusetts normal schools, and a few facts regarding conditions at Hyannis. It has been suggested by some of the superintendents of the State that the catalogues would be more often read if they were not so much alike, and if there were not so great a similarity from year to year. This criticism has seemed a just one, and an attempt was made last year to have this catalogue and circular reflect, in some measure, the individuality of the school.

Since that time each new catalogue has contained some new presentation of the work of the school as it is developing from year to year.

The catalogues for 1902, 1903 and 1904 contained discussions on the introduction of various forms of industrial work into the Training School.

The catalogue for 1905 contained discussions on the following subjects: Ideals of the School, Recognition for the School, Faculty Meetings, The Training School and the Normal School, The Correlation of School Garden Work with Language, Arithmetic, Geography, Drawing, Ethics and Village Improvement, Playhouse Activities, The Home and the School, Training in Social Service.

Considerable space was devoted to the discussion of the loan fund in the catalogue for 1906.

The catalogue for 1907 contained a paper entitled "The neighborhood versus the evolutionary approach to work in the primary

grades," and another entitled "The school garden as an instrument of sound education."

The catalogue for 1908 contained papers on Physical Training and Moral Training.

The catalogues 1906 to 1908 inclusive also contained quite full statements regarding the amount and character of the work offered in each course.

The current catalogue contains a paper on "Poultry raising as a school occupation" and one on "The place of the school garden in the development of science teaching."

Any one of the above-mentioned catalogues may be obtained by sending three cents in postage to the secretary of the school.

GENERAL AIM AT HYANNIS.

On the scholastic side we strive to keep in touch with the latest and best, and to do such work in the subjects pursued as will command the respect of experts in those subjects.

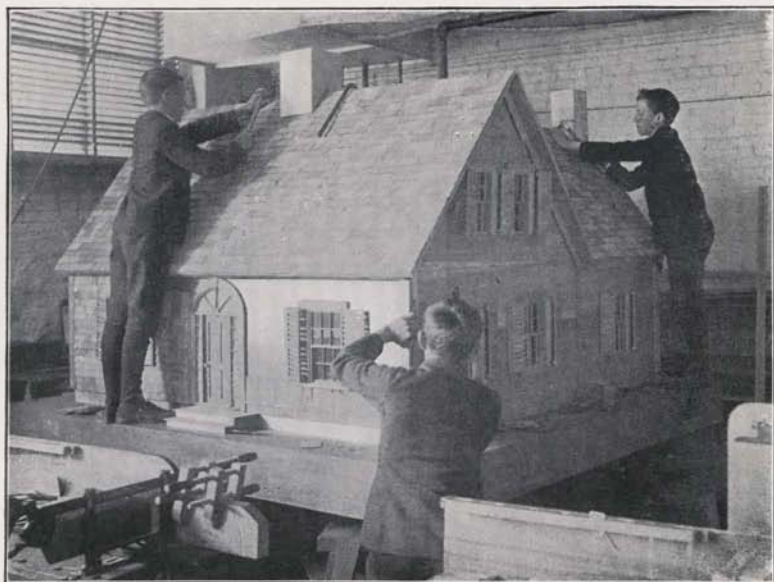
On the professional side we strive to help the students to become conscious of a few of the simplest laws of mental activity as they appear in their own lives, and to apply these in discovering and working out such methods of teaching as are the common property of all real teachers. In other words, we are trying to develop a psychology and pedagogy of common-sense.

On the ethical side we strive to encourage a longing to be of service, and an understanding of some of the ways in which one can reach out through his pupils to help to uplift the whole community.

AIM IN THE TRAINING SCHOOL.

The great changes which are being made in the subject matter, and the methods of presenting the same, are in accord with the demands of the times. The modern schools are expected to prepare for modern life. The only way to prepare for life is to *live*. And the modern school must be a school full of life. A live teacher must direct the natural activities of live children.

Theologians and philosophers agree that the business of life is *self-realization*,--the fullest development of one's highest possibilities. Man reaches his fullest development only in doing. He comes to this doing by thinking, feeling and willing. Behind the



GRAMMAR SCHOOL BOYS CONSTRUCTING A HOUSE FOR THE
PRIMARY GRADES TO FURNISH.



willing are always the thinking and feeling. These two are well bound together, and depend upon the experiences of ourselves and others. We are able to understand the experiences of others only through our own, so that all education really must have for its basis *personal experience*. Personal experiences are with things and with persons. The first years of a child's life are spent in gaining experiences from many things and a few persons. The old school too often disregarded all this, and substituted the experience and thoughts of the teacher for those of the children, imposing on young lives the thoughts and feelings of maturity. The new school makes much of the former experiences of the children, builds upon them, and strives to have them continue in a natural way.

The most helpful methods in education, thus far developed, have been patterned after the methods used by Dame Nature in her training of young children. And so the new school continues the child's experiences with *things* as a basis for all future study of nature, and with persons as a basis for the study of the humanities.

Besides these two lines of study we have to deal with studies of expression, viz.: reading, writing, spelling, language, grammar, rhetoric, oratory, drawing, modelling, painting; but these again are only needed to express ideas gained from experience, and their study is not only more interesting, but more rapid and effective, when based on the child's own experience. As the child is the embryo man, so the world of the child is the embryo world of the man. With proper care, every subject, whether scientific or humanistic, which needs to be studied, may have had its elemental ideas presented to the child experimentally. This is at least the theory on which we are working, with full faith in the possibility of its accomplishment.

The latest development in our industrial work is described in the following paper, which was recently published in the "Nature Study Magazine:"—

POULTRY RAISING AS A SCHOOL OCCUPATION.

Ever since Comenius said "Things before words" there has been a growing demand for some kind of physical activity upon which to base the so-called "regular work" of the schools. At first one form seemed as desirable as another. Even so wise a man as Dr. E. A.

Sheldon, principal of the Oswego Normal School, used to say that it mattered little about the kind of work so long as it was objective. We have been gradually coming to see that it does matter very much, and that the right kind of work must possess the following among other characteristics, viz.:—

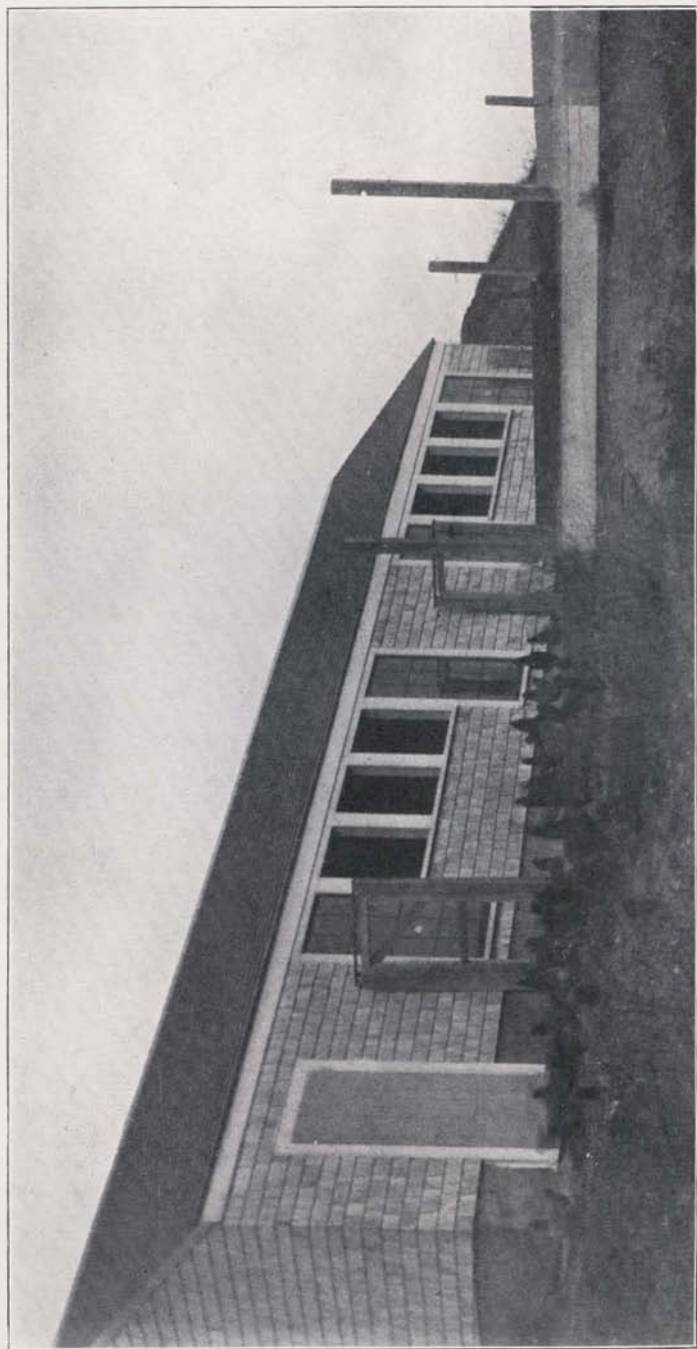
1. It must fit into the needs of the community of which the school is a part, so that children and parents may see that it is of practical value.
2. It must give opportunities for the child to participate in the work and in the rewards of his work.
3. It must furnish opportunities for typical, basal experiences, and so to build up important apperceiving concept groups.
4. Things must be seen by the children in their natural relations, and ministering to the life of man.
5. It must furnish a basis for natural correlation with the regular subjects.

In a section like Cape Cod, already known in Boston and New York markets for its fine Cape Cod eggs, and in a school like our training school, nearly every child of which may have a few hens at home, this poultry industry seems to meet all of the foregoing requirements. I have felt for some time that poultry raising, properly conducted, might furnish a school activity equal in value to the school garden. We have, therefore, started the experiment to see how much of this work may be safely recommended to the regular public school.

We have a small plant fairly well established, and incidentally have done a little educational work of the right sort. Thus far this has been done almost entirely in connection with the normal school. We hope gradually to find points of connection with the training school.

In the winter of 1907 a Cyphers incubator was purchased and I began to experiment with it. The incubator was placed in my library with an experimental batch of eggs. My two little boys, aged respectively nine and ten years, watched and assisted in the turning of the eggs and in the care of the incubator. They heard the first faint peeps from the imprisoned chicks, and watched with the greatest enthusiasm to see the little fellows struggle out of their enclosing shells. After all were hatched, these chicks were transferred to a Cyphers brooder, which was placed on our lawn. The children considered it a great honor to be allowed to help to care for them.

The incubator was now transferred to a small house which had been used for the school garden tools, and a part of which had been parti-



CURTAIN-FRONT POULTRY HOUSE FOR TWO HUNDRED FOWLS. (Built into a Sandy Side Hill with Southern Exposure.)



tioned off by one of our students to serve as an incubator house. This house was built into a sandy hillside, and so it was possible to have an incubator room in which a very even temperature could be preserved.

The business of incubation was now turned over to an energetic, faithful teacher, and the incubator was kept going at its full capacity for two successive periods. It was found convenient to utilize some of these eggs at different stages of their development to illustrate normal school work in biology. When the chicks began to hatch out the students were taken in groups to watch the process, and they showed almost as much enthusiasm as my boys had shown.

After being transferred to the brooders, the chicks continued to be centers of interest not only for the whole school but for visitors to the school. The question now arose as to what should be done with these chicks after they should outgrow the brooders. Here was a new problem. We must have a hen house, and we had no money for that purpose. We visited local poultrymen and obtained printed suggestions from the Cyphers Incubator Company, from the Agricultural Department at Washington and from Orono, Me.

We decided to make this our manual training work for awhile, and to build a poultry house after plans similar to those described in "Poultry Investigations at the Maine Agricultural Experiment Station, 1906." The school had recently constructed a coal pocket out of re-enforced concrete and had saved the lumber and some stones from the same. We dug into the south side of a very sandy hill and erected a strong retaining wall six feet in height, facing it with concrete. We erected walls of concrete two feet high on the other three sides and made a slightly sloping floor of concrete. We next erected our frame, covered it with boards and these with shingles. The concrete work was done in the spring, principally by the men who care for the school grounds, under the direction of a first-class mason. The framing of the building was done during the summer, mostly by instructors and members of the manual training class of the summer school. The shingling and a part of the interior construction were done during the autumn by the instructor and the normal school students. As winter was fast approaching it was found necessary to have a carpenter finish up the work.

This chicken house had thus furnished an excellent kind of manual training for the men of the school. I do not believe that it was an *excellent* kind for the young women, but it was much better for them than is the ordinary woodworking course. In fact, many advantages

might be urged for it, not the least being that here was an urgent need for which they might help to provide.

As soon as the house was ready the fowls were installed in their new and comfortable quarters. I was absent in Europe during the winter and so can only write what has been reported regarding the results. The fowls were put into the keeping of successive normal school students, each anxious to help to earn his way and willing to get some experience in poultry raising. The instructor who was in general charge found a great difference in the quality of the work done by different students. Certain very important characteristics which were not suspected from the regular school work were clearly manifest in the poultry house. In fact, enough has already come to me along this line to prove that here is a new and reliable means of applying practical tests, and of helping students to see and to correct inherent weaknesses which might never appear in the course of regular school work.

In connection with the incubation, such points as the following impressed themselves upon the students: Very much depends upon the ancestors. Eggs should be obtained from a reliable dealer, who has standard fowls of a high grade. The general health of such ancestors must be good. Both the cock and the hens must be in a vigorous condition at the time of the egg production. Even after exercising the utmost care in these matters some eggs are not fertile and others cease to develop at various stages of the incubation period. Some chicks break through the shells but have not sufficient vitality to free themselves from them. Others are so weak after struggling forth from their shells that they are trampled upon by their more vigorous fellows. The greatest care must be exercised during the period of incubation to keep an even temperature and to prevent any jarring of the eggs. The young chicks must be fed enough but not too much, and must be given some hard food to provide work for their digestive organs. They must be given plenty of fresh air and exercise, not too much heat, and opportunity to gradually accustom themselves to the cold air and other conditions outside their brooder.

All of these ideas and many more furnish to the normal school students very foreeful lessons which have direct application on the hygienic side of their own every-day lives.

Although not much connection has as yet been made with the children of the training school, I have myself gained some ideas of possibilities along those lines by the experiences of my own children. I have already related some of these.

After seeing their father experiment with the incubator my boys were anxious to try raising some chicks. We discussed matters at some length, and finally it was decided that the older boy might try running a small incubator which I had purchased and that the younger should set a hen. Each was interested in the experiences of the other, and so both became well acquainted with the different stages of both methods of chicken hatching.

When the young chicks were transferred from the school incubator to the brooders a few were thought not able to fight their way with the others. My boys asked for several of these unfortunates. They fed and watered them, put them out into the sunshine in the morning and behind the stove at night. They tried to straighten crooked feet and expended a vast amount of sympathy upon them. Some died and were buried with tears; others grew to be valuable members of the hen colony.

As a result of these chicken experiences and of various garden experiences they are glad to try for this winter (1908-09) the following plan: Each boy has charge of a flock of hens and a cock, one flock consisting of Rhode Island Reds and the other of Barred Plymouth Rocks. The hens are furnished; the boys do all of the work, pay for the food and sell the eggs. Each boy will have half of the profits from his flock. The lessons which they are learning could not be so well learned in any other way, and they are lessons which are becoming a valuable part of their equipment for life.

It is true, as some one objects, that such training cannot well be given to every child at school. But the school can do much. It can help to cultivate the right attitude toward this kind of work, and nearly every family in our villages and even in our small cities would find it profitable, pleasurable and educational to teach the children how to care for a few hens.

They knew, as God knew, that command of nature comes by obedience to nature; that reward comes by faithful service. . . . There was no secret of labor which they disdain. — EMERSON.

We are continually receiving letters asking about the relation of our school garden work to the other work of the school. The following paper, which was given at the Amherst summer school in 1908, may help to make clear our attitude in this matter:—

THE PLACE OF THE SCHOOL GARDEN IN THE DEVELOPMENT OF SCIENCE TEACHING.

The development of science teaching is not to me a very interesting topic. I am much more interested in the development of the child. Let me change the topic to the development of the child by means of school garden work, and the relation of such work to science teaching.

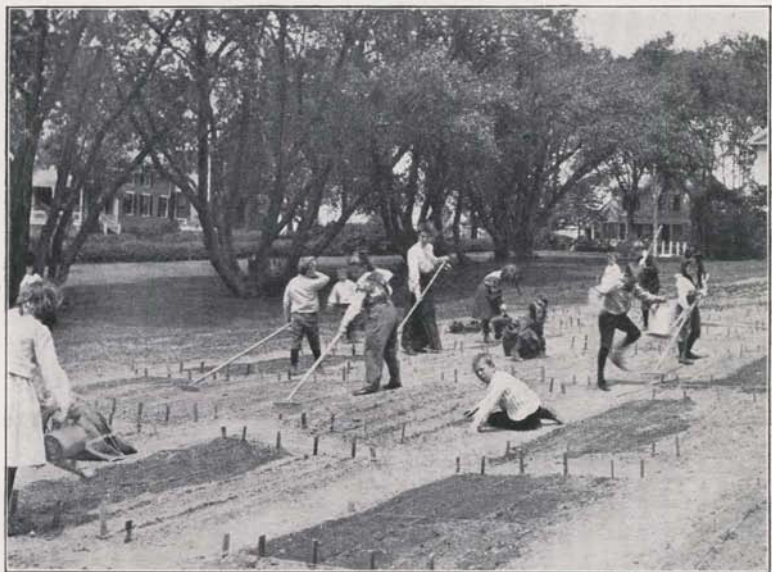
Whatever we, who call ourselves educators, may do about it, the young child will get the best part of his education through reaction upon his environment. He is a born experimenter. He discovers that fire is hot, water is wet, wood is hard. He is learning one of the greatest lessons of science, viz.: that he lives in a world of law. The business of the school is to help the child to realize, (1) that he lives in a world of laws; (2) that if he is to succeed in life he must know and conform to these laws; (3) that he must now form habits in accordance with these laws of life. Emerson says: "The use of the world is that man may learn its laws."

Many of us believe that the best place for such education is on a farm. There are the natural conditions. He feels the heat and cold, the wet and dry, when he drives the cows to pasture in summer and cuts the wood in winter. He knows that if you wish a crop of wheat you must sow wheat, and if you wish a crop of potatoes you must fight the potato beetle. Here are laws;—laws which touch his life and laws which must be obeyed if his labor is to avail.

Fully as we are convinced of the importance of all of this in the education of the child, I confess that I like myself to be reassured by the great thinkers of the world. Emerson in his address to the American scholar speaks of three sources of growth, viz., (1) nature, (2) books, (3) action. The first and last are in full force on the farm. Emerson says:—

The first in time and the first in importance of the influences upon the mind is that of nature. Every day the sun; and, after sunset, night and her stars. Ever the winds blow; ever the grass grows. Every day men and women conversing, beholding and beholden. The scholar is he of all men whom this spectacle most engages. He must settle its value in his mind. What is nature to him? . . .

To the young mind everything is individual, stands by itself. By and by it finds how to join two things, and see in them one nature; then three, then three thousand; and so tyrannized over by its own unifying instinct, it goes on tying things together, diminishing anomalies, dis-



WEEDING AND WATERING—SECOND GRADE.



covering roots running under ground, whereby contrary and remote things cohere and flower out from one stem. It presently learns, that, since the dawn of history, there has been a constant accumulation and classifying of facts. But what is classification but the perceiving that these objects are not chaotic, and are not foreign, but have a law which is also a law of the human mind? . . .

Thus to him, to this school boy under the bending dome of day, is suggested that he and it proceed from one root; one is leaf and one is flower; relation, sympathy, stirring in every vein. . . . He shall see that nature is the opposite of the soul, answering to it part for part. One is seal, and one is print. Its beauty is the beauty of his own mind. Its laws are the laws of his own mind. Nature then becomes to him the measure of his attainments. So much of nature as he is ignorant of, so much of his own mind does he not yet possess. And, in fine, the ancient precept "Know thyself," and the modern precept "Study nature," become at last one maxim. . . .

The so-called "practical men" sneer at speculative men, as if, because they speculate or *see*, they could do nothing. . . . As far as this is true of the studious classes, it is not just and wise. Action is with the scholar subordinate, but it is essential. Without it he is not yet man. Without it thought can never ripen into truth. Whilst the world hangs before the eye as a cloud of beauty, we cannot even see its beauty. Inaction is cowardice, but there can be no scholar without the heroic mind. The preamble of thought, the transition through which it passes from the unconscious to the conscious, is action. Only so much do I know as I have lived. Instantly we know whose words are loaded with life, and whose not. . . . So much only of life as I know by experience so much of the wilderness have I vanquished and planted, or so far have I extended my being, my dominion. I do not see how any man can afford, for the sake of his nerves and his nap, to spare any action in which he can partake. It is pearls and rubies to his discourse. . . . The new deed is yet a part of life,—remains for a time immersed in our unconscious life. In some contemplative hour it detaches itself from the life like a ripe fruit, to become a thought of the mind. Instantly it is raised, transfigured; the corruptible has put on incorruption. . . .

Colleges and books only copy the language which the field and the work-yard made. . . . A great soul will be strong to live, as well as strong to think. Does he lack organ or medium to impart his truths? He can still fall back on this elemental force of living them. This is a total act. Thinking is a partial act. . . . Not out of those on whom systems of education have exhausted their culture comes the helpful giant to destroy the old or to build the new, but out of unhandselled savage nature, out of terrible Druids and Berserkirs, come at last Alfred and Shakspeare.

Tolstoi, speaking of the aristocrats of his own land, says:—

They lack five essential conditions of human happiness: contact with nature, manual labor, family life, intercourse with human beings, health and a painless death. One of the chief requisites of happiness is a life in the open, in the sunlight, with plenty of fresh air, communion with the earth, and plants and animals.

Paulsen, one of our greatest modern German writers, says:—

The right kind of village, the right kind of farm home, and the right kind of rural school unite to form the most perfect place of education to be found on God's earth for the years of childhood and boyhood. This rural domain offers all the possibilities of culture in the form in which the child needs them and can use them for the development of its bodily and mental powers. I do not hesitate to assert that no university offers to its students in greater perfection what they need than do a village and a good village school offer to the growing boy what he needs and what he can master and turn into real power of knowledge and action.

Every one who is here knows how earnestly and clearly Dewey sets the matter forth in his "Home and Society."

Now the school garden cannot be expected to take the place of such life on the farm, but we shall, I believe, get most out of our school garden work if we approach it from this point of view. What do the activities of farm life do in the education of the child? In what ways may the school garden make a connection with such activities where they still exist, or furnish a substitute where they do not exist?

The activities of a farm come about not for the sake of studying science, but for the sake of gaining a livelihood, with perhaps some luxuries. The school garden, then, must not be conducted for the sake of studying science, but for the sake of the garden products (children's view). These may serve one purpose, utility, or another, beauty. The farmer incidentally gets much science, morality, and other things which make for good citizenship. Emerson puts the matter very well for us:—

This apparatus of wants and faculties, this craving body, whose organs ask all the elements and all the functions of nature for their satisfaction, educate the wondrous creature which they satisfy with light, with heat, with water, with wood, with bread, with wool. The necessities imposed by this most irritable and all-related texture have taught man hunting, pasturage, agriculture, commerce, weaving, joining, masonry, geometry, astronomy. Here is a world pierced and belted with natural laws, and fenced and planted with civil partitions and properties, which all put new restraints

on the young inhabitant. He too must come into this magic circle of relations, and know health and sickness, the fear of injury, the desire of external good, the charm of riches, the charm of power.

The modern farmer studies science for the sake of his farming. So, too, the child will get incidentally in a school garden of the right sort most valuable lessons in science, and he will continually ask questions which science only can answer. The answers will help him in two directions: (1) practical application in garden work; (2) in general intelligence, — culture.

The school garden work is not something artificial, imposed from without by the teacher. It is a part of the atmosphere of spring. Everybody longs for something. The school garden furnishes a good answer to that longing for every child. It connects in a natural way with earth, air and water; with plant world, animal world and the world of man. (On physical, social and religious sides.)

In all of the above the school garden work is helping the child to lay the foundation for scientific work along these various lines, by giving him an environment which encourages his self activity along natural lines. His activity is directed toward accomplishing definite ends, in which he is anxious to succeed. He observes, compares, judges and acts, — sometimes under direction, sometimes independently, often in competition, always for the sake of some gain to himself or his class, or both.

There is connection with the home, so that the whole life of the child is charged with these vitalizing ideas. Wherever he goes the world means something different to him. The child is being developed, but is he being taught science, or even being prepared for a course in science?

This question brings us to the second part of my paper, viz., how may the school garden help us toward better science teaching? My most prominent remembrances of early botany study consist of shapes of leaves, as obovate, orbicular, etc. Dreary drill made the subject very distasteful and the teacher unpopular. Other remembrances are of a Cornell professor's experiments in capillarity. Neither touched my life directly then, or ever has. My main interest was to pass off the subject. I was too proud to fail. I had saved about \$80 of very precious money which would soon be gone and so I must get through and teach.

The botany which touched my life more closely was such as I got

indirectly in my father's potato field. There I learned the real life history of the potato. I did not have the technical terms, I was not conscious that I was studying science. I had no thought or purpose to study science. I was getting a very good foundation for science work and general intelligence, which I continually use.

I think of growing corn in connection with a certain field; I remember that it was hot weather, and near the 4th of July. I would have been intensely interested in any science which would have made that corn grow faster.

I took chemistry at Cornell. I must always stop to think before I can tell whether it was qualitative or quantitative. I am not then very sure. I remember the room,—large, well lighted, imposing, with a few students and different kinds of chemicals (I do not now remember any one kind). Slips were filled out in connection with each experiment and tucked through a hole in a box. I was anxious about the *per cent.* which that slip might get.

We are coming to see that science is inappropriate to young children in the grades. Accuracy, exactness, truth, are each physical and mental impossibilities for the young child. It is not a question of whether the child is accurate. Is he growing toward accuracy?

I shall never forget a discussion of this subject at a meeting of drawing teachers in Boston about two years ago. A noted professor from a great university had been saying that the great lack in all of the students when they come to the university is in the matter of accuracy, and he had been urging every one present to insist upon accuracy in season and out of season, from the lowest grades to the highest. During the discussion which followed the paper I had the temerity to ask if the speaker would make any discrimination between the accuracy of the little child and that of the adult. "No!" he said, somewhat impatiently, "Accuracy is accuracy just as truth is truth."

I smiled as I thought to myself that he could not have given a better illustration to prove the fallacy of his theory and his lack of knowledge of child nature. We all know that truth was one thing when we were four years old, another at ten and quite a different thing at twenty-one. In fact, as the mind develops so does one's idea of truth.

One of the greatest mistakes which we as teachers make is to expect of little children a kind of accuracy which is only appropriate for the adult. Work demanding exact accuracy is inappropriate, unpedagogical, and unscientific, from the point of view of the child.

Qualitative analysis in chemistry and exact measurements in physics for grammar grades are good illustrations.

Enrichment of grammar grades was needed and is needed; but enrichment of a course already overloaded with abstract subjects, by adding Latin, algebra and exact measurements in physics, was foredoomed to failure.

The school garden has come in, in many places, to furnish a better form of laboratory work. Where this is true it is not surprising to find the garden largely in the hands of expert gardeners, the specimens being sent in to the schoolroom for the children to observe, to describe and to draw. In another form, a few plants are furnished, and the children take turns in watering and caring for these, having no responsibility. Still another form is the planting of experimental beds of plants which grow in distant parts of the earth, under different conditions.

Under none of these conditions is the school garden work being approached from the natural standpoint.

What then is the natural standpoint?

The garden ministering to human needs. It is best seen in connection with a home. In such a garden each child does his own labor, and enjoys the fruit of that labor.

We need to be very careful about planning out a definite course of instruction from the subject standpoint, particularly in the primary and grammar grades.

We may help the children to get land for the garden. After that the matter should be largely in their hands. We have provided a suitable environment,—what Dr. Dewey calls a “situation,” full of problems. We must stand back, and let the child find his problems, and come to us for assistance in solving them.

There will be order and system in such work; not the order and system of a highly organized modern city school, but the order and system of nature. One of the best things about the school garden is that it demands continual readjustments. No superintendent of schools can plan in his office just what is to be taught upon each day of the week. The spring may be late and wet, or early and dry. The seeds may rot in the ground, or the young plants be destroyed by cut worms.

We must follow the child, quite well satisfied if he is doing his best to make a good garden. Of course, the teacher cares for the

good garden only so far as it effects the development of the child. Oftentimes failure from the pupil's point of view may mean success from the point of view of the teacher, as it may afford just those conditions which demand some scientific truths which would not otherwise have been of interest to the child. Nor need the teacher fear for lack of opportunities. If the garden is on a natural basis, similar to that of a farm, questions will continually arise.

The class is discussing what to raise, and at once the whole subject of plant culture takes on new meaning and new dignity. Imperceptibly a new attitude toward plant life and its relation to human life steals over the class.

The children have planted their beans and pressed down the earth. In a few days they are amazed to see great masses of earth lifted up and held aloft by the tiny bean plants. Wonder and reverence come unbidden to each.

The time of the appearance of the little plants is always a time crowded with interest. Then comes the struggle with weeds, with insects, and the helpful assistance of birds and toads.

It is easy to see, as we have all seen and been told so many times, that such garden activities do furnish innumerable problems to the child,—problems so many that time fails to attack all, and so varied that every kind of taste may be employed. With such school garden work the child is developing, and developing in lines suggested by Paulsen:—

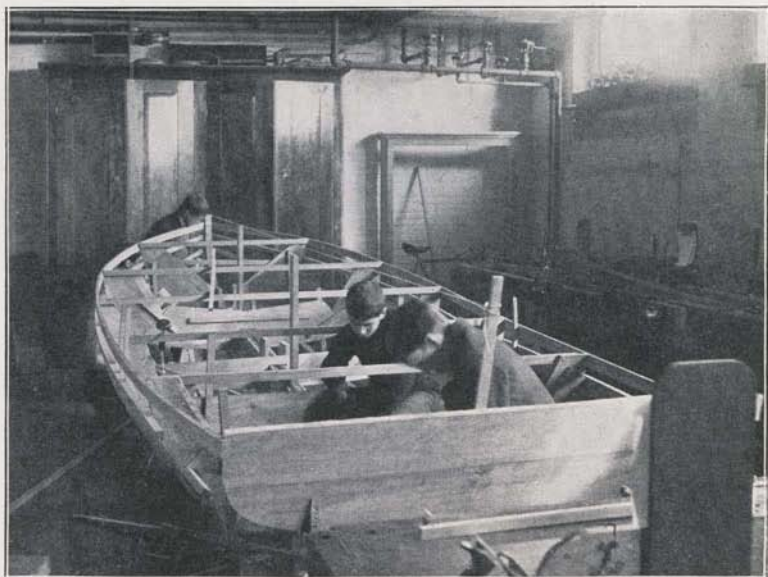
Everybody ought to acquire such knowledge as will assist him, on the one hand, in following his special calling to the best possible advantage; and on the other, in understanding the world from his position in life.

He is eagerly learning how to conquer his own little world. In so far as he does this, will he be strong for the next part of the world to which he may come.

Goethe says:—

Man is born for limited surroundings; he is capable of grasping simple, near and definite ends, and he accustoms himself to employ the means close at hand. So soon, however, as it comes to more remote ends, he neither knows what he wants nor what he ought to do. It is always a misfortune for him when he is induced to strive after something with which he cannot come into active relations.

Science teaching has been too abstract, and unrelated to the needs of life.



GRAMMAR SCHOOL BOYS BUILDING A TWO-HUNDRED-
DOLLAR SAIL BOAT.



Mathematics used to take the place in the curriculum now taken in part, in many schools, by science teaching. Mathematics cultivated accuracy and the love of truth, and developed the logical powers. The scientist used to live apart from the world; he was interested in problems as problems, but not interested in the ordinary citizen and his needs. All this is changing. Now look at such leaders as Professor Bailey of Cornell and President Butterfield of Amherst, as types of the modern scientist.

Science study like all study should have in view two ends, viz.: (1) application in every-day life; (2) breadth of view and of sympathy.

It is easy to see that to make a success of school gardening much science study is needed. It is also easy to see that the garden needs may well serve to give direction to the formal study of the sciences. Is it not just as apparent that breadth of view and of sympathy, real culture, may be gained by investigating the problems which arise in the school garden, and from which we may reach out to related objects and activities in other times and in other places?

A few plants cultivated under usual conditions, and associated with under all conditions, will give one more real botany and zoölogy than the study of many unrelated facts of botany and zoölogy.

Making a Course of Study in Agriculture.

If the school garden as a branch of agriculture is to do the things I have suggested, we do well to approach the preparation of a course of study in agriculture very thoughtfully.

One of the questionable things which I saw in England was a systematic course of study in ethics, according to which the moral virtues, honesty, truth-telling, patience, etc., are to be taught at stated times in the course. You may be sure that I had some warm discussions with the advocates of this scheme.

Work on a farm cannot be done as is school work, planned by a superintendent of schools for a year ahead. But, some one suggests, this is a school, not a farm. I reply that the school garden part must have the atmosphere of the farm, not that of a schoolroom, if it is to do what we expect of it.

Think of Pestalozzi planning a course of study in agriculture at Neuhof. He said the child should "learn to pray, to think, and to work."

Think of Christ deciding upon a system of morals or of dogmas. He gave to us great principles as, Be perfect; Love one another.

We must not allow this work, this new form of school activity which promises so much, to be spoiled by being put on the same basis as the other school subjects.

Visitors at Hyannis often remark that our industrial work will be fine after we get it systematized. I always smile, and say that if ever we get it systematized we shall put it out and try something different.

The history of the introduction of drawing, nature study and the kindergarten into our schools is illuminating. In each case the subject came in as a liberator of the child from the thralldom of the curriculum, offering opportunity for self-expression. As these forms of school activity have been more and more systematized, they have become as dead and formal as the three R's.

As we start our work in agriculture in different schools, different conditions will confront us in each school. The plan which works well in one will not work well in another. We may be obliged to "back and fill." Each year conditions are different on the farm; why should they not be different in the school garden? There must be continued readjustments.

The school differs from the farm in that the school helps the child to stop and think of his experiences to make conscious what was more or less subconscious. It must not help to do away with the experiences, nor to substitute some artificial makeshift in place of the real thing.

You may remember that Huxley was once asked to give advice regarding the teaching of science in connection with a course in agriculture. Huxley gave two general principles which, he said, apply to all technical training:—

1. Practice is to be learned only by practice. The farmer must be made by and through farm work.

2. The second principle which I think applies to all technical teaching for school-boys and school-girls is, that they should be led from the observation of the commonest facts to general scientific truths.

Lest there shall be any misunderstanding, Huxley goes on to say:—

If I were called upon to frame a course of elementary instruction, preparatory to agriculture, I am not sure that I should attempt chemistry, or botany, or physiology, or geology, as such. It is a method fraught with the danger of spending too much time and attention on abstraction and theories; on words and notions, instead of things. The history of a bean,

of a grain of wheat, of a turnip, of a sheep, of a pig, or of a cow, properly treated,—with the introduction of the elements of chemistry, physiology and so on, as they come in,—would give all the elementary science which is needed for the comprehension of the processes of agriculture, in a form easily assimilated by the youthful mind, which loathes everything in the shape of long words and abstract notions and small blame to it.

In closing, let me summarize what I have been trying to say.

1. The development of the child, not the development of science, must be the center of all of our effort.

2. The school garden should furnish or help to furnish an environment for the normal development of the child.

3. The form of the school garden must not be modified for the sake of the development of science teaching; but science teaching must find its excuse for existence in its ability to answer the questions, both practical and cultural, which arise in the garden.

In other words, the science work will be supplementary, and must continually be readjusted to meet the needs of the real work which is going on in the garden, and to answer the urgent inquiries which are arising in the mind of the young gardener. The whole spirit of the work must fit in with this, my closing quotation from Emerson:—

Every one has a trust of power,—every man, every boy, a jurisdiction, whether it be over a cow, or a rood of a potato field, or a fleet of ships, or the laws of a State. And what activity the desire of power inspires. What toils it sustains. How it sharpens the perceptions and stores the memory with facts. Thus a man may well spend many years of life in trade. It is a constant teaching of the laws of matter and of mind. No dollar of property can be created without some direct communication with nature, and of course some acquisition of knowledge and practical force. It is a constant contest with the active faculties of men, a study of the issues of one and another course of action, an accumulation of power, and, if the higher faculties of the individual be from time to time quickened, he will gain wisdom and virtue from his business.

COURSES OF STUDY.

Two Years' Course.

FIRST YEAR.

<i>First Half.</i>	Hours.	<i>Second Half.</i>	Hours.
Psychology,	60	Pedagogy,	40
English,	80	English,	40
Geometry,	100	Algebra,	40
Chemistry,	120	Plants,	40
Plants,	40	Animals,	40
Animals,	40	Manual training,	20
Music,	20	Physical training,	100
Drawing,	40	Drawing,	40
Physical training,	100	Physics,	140
Manual training,	40	History,	40
		Minerals,	80
		Music,	20

SECOND YEAR.

<i>First Half.</i>	Hours.	<i>Second Half.</i>	Hours.
Geology,	70	School management,	40
Physiography,	140	Literature,	60
History of Education,	60	Physical training,	100
Physiology,	80	Training school,	500
History,	80		
Music: Theory and method of teaching,	20		
Physical training,	100		
English,	20		
Arithmetic methods,	44		
Reading methods,	40		
Penmanship,	8		

Chorus, 1 period weekly during the entire course.

Four Years' Course.

The first and second years are like the two years' course.

<i>Third Year.</i>	Hours.	<i>Fourth Year.</i>	Hours.
History,	100	History,	80
Literature,	100	Literature,	120
Solid geometry,	100	Latin,	60
Advanced algebra,	50	Psychology,	40
Trigonometry and survey- ing,	50	Ethics,	40
Biology,	240	Physics,	80
Drawing,	20	Astronomy,	32
Training school,	100	Photography,	20
		Drawing,	20
		Training school,	100

REQUIREMENTS FOR ADMISSION TO THE NORMAL SCHOOL.

Candidates for admission to any one of the normal schools must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; and must be free from any disease or infirmity which would unfit them for the office of teacher. They must present certificates of good moral character, give evidence of good intellectual capacity, and be graduates of high schools whose courses of study have been approved by the Board of Education, or they must have received, to the satisfaction of the principal and the Board of Visitors of the school, the equivalent of a high school education. The candidate will do well to present a written statement from his high school principal, showing in clear and discriminating terms the character of his scholarship and conduct while in the high school. Such statements will receive very careful consideration.

Candidates must declare their intention to teach in the schools of the State, to abide by the requirements of the school, and, if possible, to complete the course of study.

ADMISSION BY CERTIFICATE FROM HIGH SCHOOLS.

Candidates from high schools which are on the certificate list of the New England College Entrance Examination Board, and from high schools approved for the purpose by the State Board of Education, may be admitted to any of the State normal schools without examination in any subjects required for admission in which they have attained a standing of 80 per cent., as certified by the principal of the school.

EXAMINATIONS.

Other candidates are required to be examined in such subjects as have been pursued in the high school. Students who have done creditable work in reputable high schools do not need to fear that they will not make a good showing and gain admission to the school.

WRITTEN EXAMINATIONS.

Hereafter, until further notice, the written examinations will embrace papers on the following groups, a single paper with a maximum time allowance of two hours to cover each of groups 1, 2 and 4, and a single paper with a maximum time allowance of one hour to cover each of groups 3 and 5 (in all, five papers, with a maximum time allowance of eight hours):—

1. *Languages*.—(a) English, with its grammar and literature, and (b) one of the two languages,—Latin or French.

2. *Mathematics*.—(a) The elements of algebra and (b) the elements of plane geometry.

3. *History and Geography*.—The history and civil government of Massachusetts and the United States, with related geography, and so much of English history as is directly contributory to a knowledge of United States history.

4. *Sciences*.—(a) Physiology and hygiene, and (b and c) any two of the following: physics, botany, chemistry and physical geography.

5. *Drawing and Music*.—(a) Elementary, mechanical and free-hand drawing, with any one of the topics, form, color and arrangement, and (b) musical notation.

EXPLANATION OF ADMISSION REQUIREMENTS IN ENGLISH.

The importance of a good preparation in English is never over-rated. The requirements in this department are based upon those generally agreed upon by the colleges and high technical schools of New England.

No candidate will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement, and marked accordingly.

The list of books for study prescribed by the Commission of Colleges in New England for 1909 is as follows: Shakespeare's Mac-

beth, Milton's *L'Allegro*, Burke's Speech on Conciliation with America, or Washington's Farewell Address and Webster's First Bunker Hill Oration; Macaulay's Life of Johnson, or Carlyle's Essay on Burns.

The purpose of the examination is to discover (1) whether the student has acquired a good habit of study, (2) whether he has formed any standards of literary judgment, (3) whether he has become discerning of literary merit, and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

PHYSICAL EXAMINATION.

A physical examination is required of every applicant for admission. This examination is sufficiently thorough to afford a fair estimate of the health and physique of the candidate.

STUDENTS' LOAN FUND.

This fund shall, so far as practicable, be used to loan in such sums and to such students of the State Normal School at Hyannis as the trustees may, after careful investigation, consider proper recipients of such loans.

The personal note of the pupil receiving the loan, with or without endorsement, payable in five years or less, with interest at four per cent., shall be taken and held by the trustees.

STATE AID.

The State appropriates four thousand dollars per annum for the normal schools, which is given to promising pupils who are unable, without assistance, to meet all their expenses; but no one receives such assistance till the second term of the course.

Any one desiring to obtain assistance through the students' loan fund or the State aid fund should apply to the principal of the school for the proper blanks.

NORMAL SCHOOL SCHOLARSHIPS AT HARVARD UNIVERSITY.

There are four scholarships in the scientific school at Harvard University for the benefit of normal schools. The annual value of each of the scholarships is one hundred and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free. The incumbents are originally appointed for one year, on the recommendation of the principal of the school from which they have graduated. These appointments may be annually renewed on the recommendation of the faculty of the scientific school.

FREE TUITION.

Residents of Massachusetts declaring their intention to teach in the State will not be required to pay tuition; but each pupil from another State shall pay at the beginning of each half-year session the sum of twenty-five dollars for the use of the school.

BOARDING HALL.

Non-resident students are expected to board in the dormitory, or in private families approved by the principal.

The State has erected, furnished and keeps in repair this fine building without expense to the students; all money paid for board is therefore expended for provisions, fuel, lights and service; thus first-class accommodations and excellent board are furnished at a very low rate. The cost to students is \$160 for the school year of forty weeks. Board is payable quarterly, in advance, *i.e.*, \$40 at the beginning of each ten weeks of the school year.

Students who go home regularly on Friday nights will be allowed a suitable reduction from the above-named prices.

FURNITURE.

Each boarder is expected to furnish bedding, towels, napkins and napkin rings and clothes bags. It will be well for each to bring four pillow cases, three sheets, two blankets and one coverlet. Every article of clothing must be distinctly and indelibly marked with the owner's name.

OTHER EXPENSES.

Text-books and reference books are loaned to the students free of charge, but they are expected to pay for any damage to books or furniture which they may be using, to buy their own paper and note-books and to pay for breakage in the laboratory work. The total of such expenses for a year is only a few dollars.

STUDENT GOVERNMENT.

From the first this school has devoted much attention to student government. It has been customary for the students to elect a school committee, who, with the principal, discuss the most of the questions which are of interest to the whole school and submit them for final decision to the school. They have managed the literary societies of the school, being assisted by teachers appointed by the faculty. Each class has been given an opportunity, soon after entering the school, to discuss the desirability of watching themselves and one another, and of building up a class spirit which will not admit of such things as cheating on examinations. The students have responded so well that the teachers have felt that, when necessary, they might absent themselves from the room during examinations.

During the third year this student government was extended to the dormitory. Once in ten weeks the students elect three of their number, one from each floor, to act as a dormitory committee. The first committee drew up a set of regulations regarding study and visiting hours, which was submitted to the students for approval and adoption, and has been modified whenever a respectable number requested it. The individual members of the committee are responsible for the enforcement of the regulations on their respective floors. The students of each floor are expected to consult with their own member regarding any matter not covered by the regulations, or any failure to keep to the regulations, in the same manner as they would with their mother or elder sister at home. The committee have frequent meetings, to consult regarding general tendencies or individual needs, and very often the principal of the school is called in for advice. The principal keeps in very

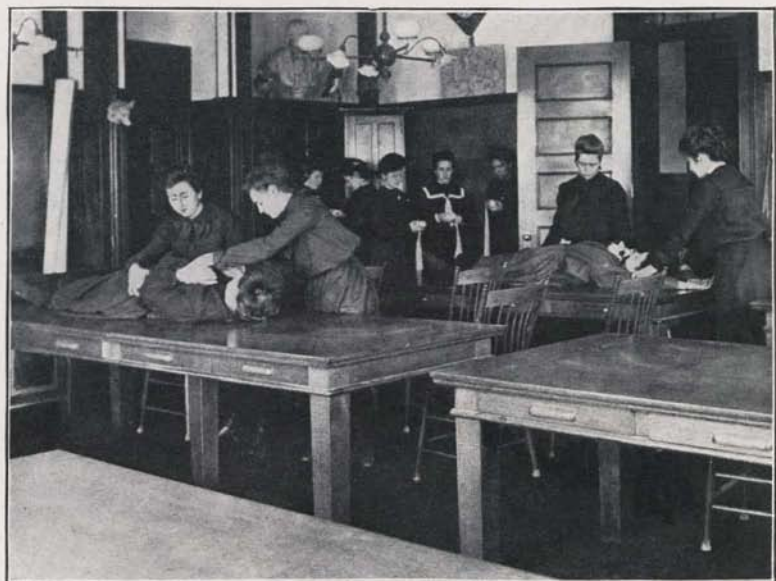
close touch with the dormitory committee, and whenever it seems wise he discusses with the student body wrong tendencies and the desirability of higher standards, and supplements this and the work of the committee by personal interviews with students who are inclined to be thoughtless and careless. The teachers who board in the dormitory, the matron, the dormitory committee and two other students act as heads of tables. The principal occasionally calls a meeting of the heads of tables, to consult regarding the food, the cooking and all connected with that part of dormitory life. The matron has full charge of the care of the building, furniture and all connected with the housekeeping department.

The effects of this student government are very evident in the attitude of the students who have been in the school for one year. They are earnest, thoughtful, self-reliant. They understand that with great personal freedom comes great personal responsibility; that each is making his own record, and that upon this record he will be judged by his fellow students and the faculty.

THE SCHOOL A FAMILY.

A plan is being gradually evolved by which the most of the domestic work of the school is done by the teachers and students. Each person takes care of his own room at the dormitory. Some of the students wait on the table, wash dishes, clean floors and do other work similar in character. These receive compensation in accordance with the amount of work performed. The rooms of the normal school which are in daily use are in charge of a house-keeping committee, that gives the care of each room to a student for a week.

The principal advantages of the above-described plan are as follows: (1) It affords an opportunity for a number of earnest young people to get an education. (2) The students who participate become more thoughtful and more earnest, and improve physically. (3) It aids in the cultivation of the right attitude toward life, not only with these students, but with every member of the school. (4) The school seems more like a large family, in which all are on the same social level. (5) It helps to solve the servant problem. (6) Students are much more careful about the buildings and furnishings.



TRAINING FOR ACCIDENTS AND EMERGENCIES — PHASES OF
PHYSICAL TRAINING.



THE SCHOOL AND THE PUBLIC.

The school holds itself in readiness to respond to calls from the superintendent and teachers of the vicinity for any assistance which it can render. It welcomes all interested visitors to its sessions or to inspect its equipment. Rooms are gladly provided for teachers' meetings and for lectures which are of a distinctly educational value.

For particulars regarding the regular or summer sessions, address the principal.

Students, Regular Session.

ADVANCED CLASS.

Bean, Elizabeth W.,	.	.	.	.	.	Berlin, N. H.
Burlingame, Joseph H.,	.	.	.	.	.	Cotuit.
Hinekley, Isabel A.,	.	.	.	.	.	Hyannis.
Mackey, Mary O.,	.	.	.	.	.	Sandwich.
Rogers, Kate F.,	.	.	.	.	.	Chathamport.

SENIOR CLASS.

Baker, Bernice L.,	.	.	.	.	.	West Yarmouth.
Baker, Ethel A.,	.	.	.	.	.	Vineyard Haven.
Cohen, Ada,	.	.	.	.	.	Hyannis.
DeWolfe, Jessie A.,	.	.	.	.	.	Provincetown.
Ebbs, L. Letitia,	.	.	.	.	.	North Easton.
Godoy, José A.,	.	.	.	.	.	Lima, Peru.
Grover, Arnold F.,	.	.	.	.	.	East Walpole.
Henry, David W.,	.	.	.	.	.	Hyannis.
Lamb, Winthrop H.,	.	.	.	.	.	East Walpole.
Lawrence, Edith A.,	.	.	.	.	.	Falmouth.
Leonard, M. Genieve,	.	.	.	.	.	Osterville.
Lothrop, Persis A.,	.	.	.	.	.	South Hyannis.
McKay, Mary E.,	.	.	.	.	.	Wellfleet.
Murray, Ella,	.	.	.	.	.	South Hyannis.
Nicholls, Feodore M.,	.	.	.	.	.	Colrain.
Nye, Dorothy,	.	.	.	.	.	Sagamore.
Silva, Mary C.,	.	.	.	.	.	Provincetown.
Smart, Matilda S.,	.	.	.	.	.	Eastham.
Sullivan, Ellen A.,	.	.	.	.	.	Sandwich.
Ventura, John J.,	.	.	.	.	.	Provincetown.

JUNIOR CLASS.

Barranco, Manuel, .	. . . . .	Mexico.
Collins, Georgie B.,	. . . . .	East Orleans.
Crowell, Joseph E.,	. . . . .	West Dennis.
Fish Lemuel G.,	. . . . .	Cotuit.
Flanders, Agnes E.,	. . . . .	Chilmark.
Hunt, Olive W.,	. . . . .	Harwich.
Linnell, Avis W.,	. . . . .	Hyannisport.
Mecarta, Beula L.,	. . . . .	Harwich.
Morrissey, Helen J.,	. . . . .	East Walpole.
Nason, Byron G.,	. . . . .	Sandwich.
Ormsby, Ellen J.,	. . . . .	Hyannis.
Pichardo, Jose A.,	. . . . .	Mexico.
Weber, Bertha S.,	. . . . .	Hyannis.

SPECIAL STUDENTS.

Cahoon, Letitia M.,	. . . . .	South Hyannis.
Currier, William G.,	. . . . .	Boston.
Hamblin, Bertha E.,	. . . . .	Marstons Mills.
Hassell, Cora M.,	. . . . .	Conway.
Henry, Katherine W.,	. . . . .	Hyannis.
Nye, Ida C.,	. . . . .	Sagamore.
Roper, Alice E.,	. . . . .	Barre.
Saunders, Sara E.,	. . . . .	Andover.
Stowe, Marjorie H.,	. . . . .	Hyannis.
Vanderhoop, Anna L.,	. . . . .	Gay Head.
Vanderhoop, Nannetta C. W.,	. . . . .	Gay Head.

SUMMER SESSION STUDENTS, 1908.

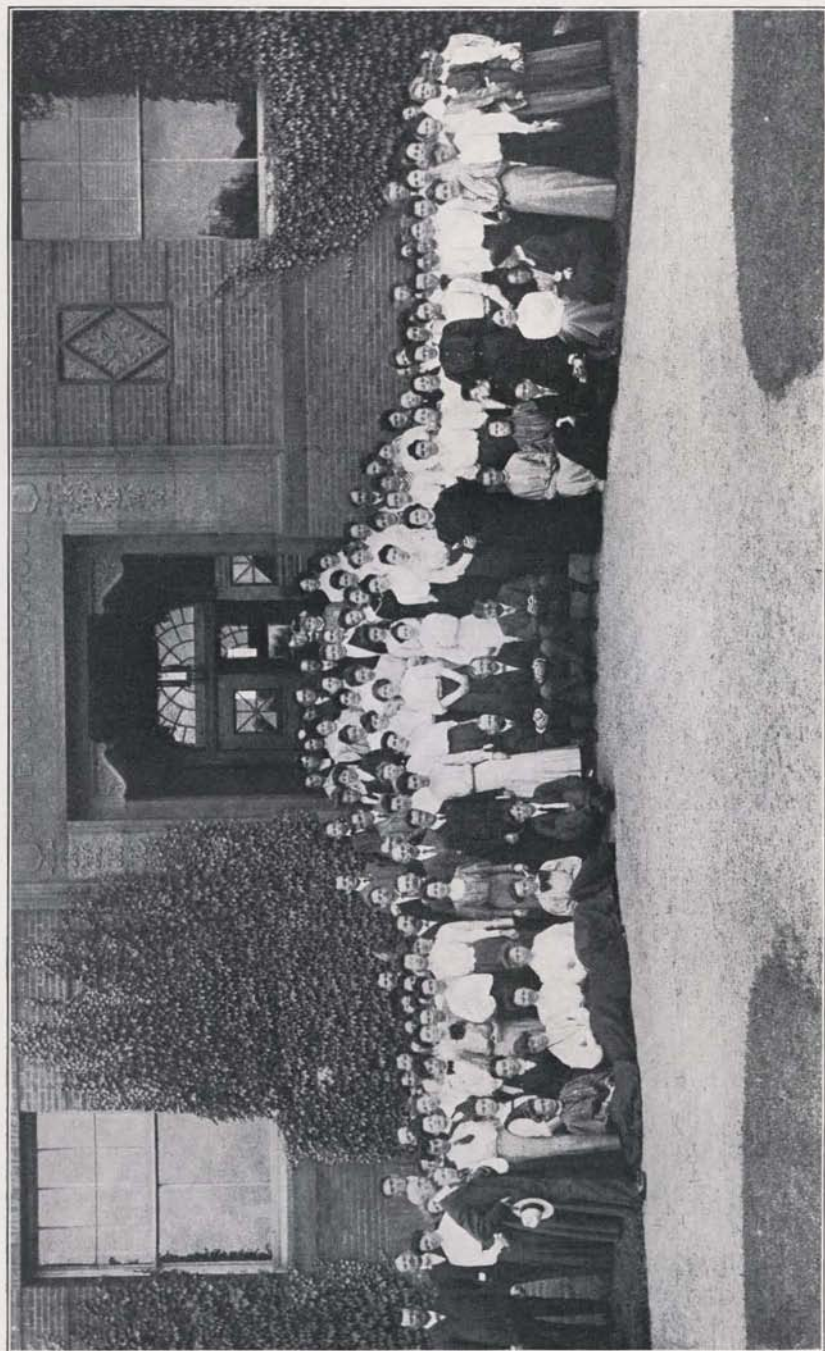
Abbott, Eva G.,	Marlow, N. H.
Abele, Lillian G.,	Quincy.
Adams, Susan B.,	Saxonville.
Adams, Wm. L.,	Saxonville.
Albrecht, Lena B.,	West Somerville.
Alden, Jennie M.,	Brookline.
Allen, Lillian S.,	Dorchester.
Allen, Viola M.,	Dorchester.
Allen, Virginia C.,	Hingham.
Andrews, Lena L.,	Adams.
Ashlin, Elizabeth H.,	Watertown.
Atkinson, Mabel L.,	Rehoboth.
Bagster, Celia S.,	Harvard.
Baird, Ruth A.,	Sterling Junction.
Barber, Jessie P.,	Revere.
Bardin, Almira M.,	Gardner.
Barrett, Retta R.,	Somerville.
Beaman, Madeline,	Northfield.
Bearse, Alma L.,	Hyannis.
Bemis, Mabel E.,	Clifftondale.
Bennett, Lydia A.,	Leonia, N. J.
Berry, Lura S.,	Buzzards Bay.
Bixby, Bertha C.,	West Groton.
Bond, Bertha A.,	Carlisle.
Bradford, F. Louise,	Billerica.
Briggs, Arthur P.,	Winchester.
Brine, Julia A.,	Jamaica Plain.
Bryam, Jennie,	Montello.
Butman, Chester A.,	Rockport.
Cahoon, Bernice M.,	West Falmouth.
Canegaly, Louise E.,	North Easton.
Carleton, Florence,	Danvers.
Carney, M. Gertrude,	Gardner.
Christie, Sarah H.,	Berkley.
Churbuck, Alton C.,	Salem.
Cole, Minnie C.,	Eastham.

Coleman, Lizzie E., . . .	Hyannis.
Collins, William T., . . .	Fall River.
Cook, Abbie,	Hyannis.
Cosgrove, Mary E.,	Boston.
Coulters, Daisy F.,	Arlington, R. I.
Crabtree, Sarah L.,	Calais, Me.
Creech, Margaret C.,	Castleton, Vt.
Crocker, Mabel M.,	Braintree.
Currie, Anna Louise,	Boston.
Dame, Elizabeth B.,	Lowell.
Damon, Alice H.,	Concord.
Davis, Bessie M.,	Newburyport.
Davis, Florence,	Whitinsville.
Dixon, Edward,	Orange.
Doyle, Katharine C.,	New Marlborough.
Drown, Carroll H.,	Wallingford, Vt.
Dunham, Grace J.,	Newtonville.
Dunn, Cleon A.,	Block Island, R. I.
Dyer, Bertina,	Holbrook.
Eaton, Ida H.,	Hyannis.
Emery, Mabel W.,	Dighton.
Fessenden, Lucy O.,	Philadelphia, Pa.
Fessman, Kathinka,	Boston.
Field, Florence S.,	Hinsdale, N. H.
Fisk, Edith E.,	North Leverett.
Foster, Cornelia C.,	Waltham.
Gavin, Helen J.,	Roxbury.
Gibbs, Florence E.,	Danvers.
Ginns, Edith,	Gloucester.
Gordon, Julia M.,	Milton.
Goulart, Emmanuel J.,	Provincetown.
Grout, Edgar H.,	East Bridgewater.
Guyer, Hattie T.,	Hyannis.
Hackett, Irene A.,	Brooklyn, N. Y.
Hale, Florence M.,	Athol.
Hall, Evelyn F.,	Marlborough.
Halladay, Edna J.,	Pembroke.
Hamerton, Grace E.,	Fall River.
Hamlen, Esther L.,	Cummington.

Hammond, Grace deW., . . .	Georgetown.
Harlow, Mary A., . . .	Cummington.
Harwood, Maude, . . .	Hyannis.
Hassell, Cora, . . .	Conway.
Hathaway, Sarah E., . . .	Aeushnet.
Hennessy, Margaret F., . . .	North Dighton.
Henry, David W., . . .	Hyannis.
Hill, Gertrude R., . . .	Gardner.
Hodgdon, Ruth E., . . .	Gloucester.
Holcombe, Flaxie M., . . .	Brentwood, Md.
Hooper, Alice E., . . .	Montville, Conn.
Howes, Herbert H., . . .	North Middleborough.
Howland, Gertrude H., . . .	Hyannis.
Howland, Laura M., . . .	Berkley.
Infante, Luis C., . . .	Lima, Peru.
Jimenez, Maria A., . . .	Rio Grande, P. R.
Johnston, Edna M., . . .	Greenwich Village.
Jones, Eula F., . . .	Hyannis.
Kellogg, Florence M., . . .	Orange.
Kimball, Edna M., . . .	Natick.
King, Elizabeth G., . . .	Conway.
Knight, Anna C., . . .	Randolph.
Kuralt, Bertha A., . . .	Springfield.
Lane, Florence M., . . .	Florence.
Lapham, Gladys S., . . .	Dorchester.
LePoer, Marguerite, . . .	Pepperell.
Loring, Everett G., . . .	Kingston.
Loud, Marion A., . . .	Revere.
Lovell, Elida M., . . .	Hyannis.
Lyman, Lillian A., . . .	East Northfield.
Lytle, Carl D., . . .	Middleborough.
McClellan, Ellen M., . . .	Winsted, Conn.
Macdonald, Susan N., . . .	Chelsea.
McGuire, Minnie E., . . .	River Point, R. I.
MacKenzie, Annie, . . .	Dorchester.
McKenna, Rebecca, . . .	Stonybrook.
McKowen, Ellen S., . . .	Brockton.
McLaughlin, Edwin E., . . .	Carbondale, Ill.
McLean, Hazel E., . . .	Somerville.

McNear, M. Isabella,	. . .	Provincetown.
Macomber, Mildred E.,	. . .	Taunton.
Merrill, Leon O.,	. . .	Huntington.
Merriman, Annie C.,	. . .	Northfield.
Minard, Ellen S.,	. . .	Boston.
Moore, Harriet C.,	. . .	Holden.
Moore, Rhea,	. . .	Georgetown.
Morse, Florence W.,	. . .	Marlborough.
Morss, Louise K.,	. . .	Campello.
Murphy, Margaret G.,	. . .	Chelsea.
Neal, Josephine B.,	. . .	Taunton.
Paine, Marion,	. . .	Medford.
Paulding, Sadie E.,	. . .	Duxbury.
Pease, Florence Mabel,	. . .	Conway.
Pease, F. Maude,	. . .	West Springfield.
Pierce, Gertrude A.,	. . .	New Braintree.
Place, Lillian F.,	. . .	Chepachet, R. I.
Powers, Roger A.,	. . .	Campello.
Prevost, Mary A.,	. . .	Boston.
Randall, Cyril F.,	. . .	Quincy.
Ratcliffe, Ethel F.,	. . .	Norton.
Rich, Marjorie,	. . .	North Orange.
Rogers, Katherine,	. . .	Dorchester Center.
Ronaldson, Ethel A.,	. . .	Springfield.
Sanderson, Mary I.,	. . .	North Hadley.
Sawyer, Addie M.,	. . .	East Pepperell.
Sibley, Ida M.,	. . .	Brookfield.
Simmons, Eva H.,	. . .	Cambridge.
Simons, Georgia M.,	. . .	Springfield.
Simpson, E. Lillian,	. . .	Boston.
Smith, Ella L.,	. . .	Holyoke.
Smith, Harriette,	. . .	Buffalo, N. Y.
Southwick, Helen L.,	. . .	Peabody.
Spooner, Florence M.,	. . .	Revere.
Stacy, Chester R.,	. . .	Taunton.
Stanton, Bertha,	. . .	Newton.
Stevens, Ruth W.,	. . .	Cummington.
Stocking, Mary B.,	. . .	Boston.
Sullivan, Nellie M.,	. . .	Spencer.

Taylor, Harriet C., . . .	Weymouth Heights.
Taylor, Martha L., . . .	Chelsea.
Terry, Avis R., . . .	East Brookfield.
Thompson, Grace E., . . .	West Mansfield.
Thompson, Thos. E., . . .	Leominster.
Tinker, Hazel A., . . .	Tyringham.
Tinkham, Anna G., . . .	Methuen.
Tryon, Dorothy, . . .	Rumford, R. I.
Tupper, L. Etta, . . .	Westport.
Vanderhoop, Anna L., . . .	Gay Head.
Vanderhoop, Nannetta C. W., .	Gay Head.
Walker, Delia R., . . .	West Medway.
Walker, Nina E., . . .	Savoy Center.
Ward, Josephine G., . . .	Scituate.
Washburn, Mabel, . . .	Atkinson, Me.
Weber, Barbara S., . . .	Seymour, Conn.
Weeks, Miriam F., . . .	Marstons Mills.
Wilbar, Chester H., . . .	Chelsea.
Wileox, Etta M., . . .	Melrose.
Willard, Bertha M., . . .	Leominster.
Willard, Edgar L., . . .	Newburyport.
Williams, Frederick F., . . .	West Stockbridge.
Willson, Amey L., . . .	Providence, R. I.
Wilson, Mabelle A., . . .	Springfield.
Wright, Gertrude L., . . .	Brookline.
Woodruff, Alice B., . . .	New York City.

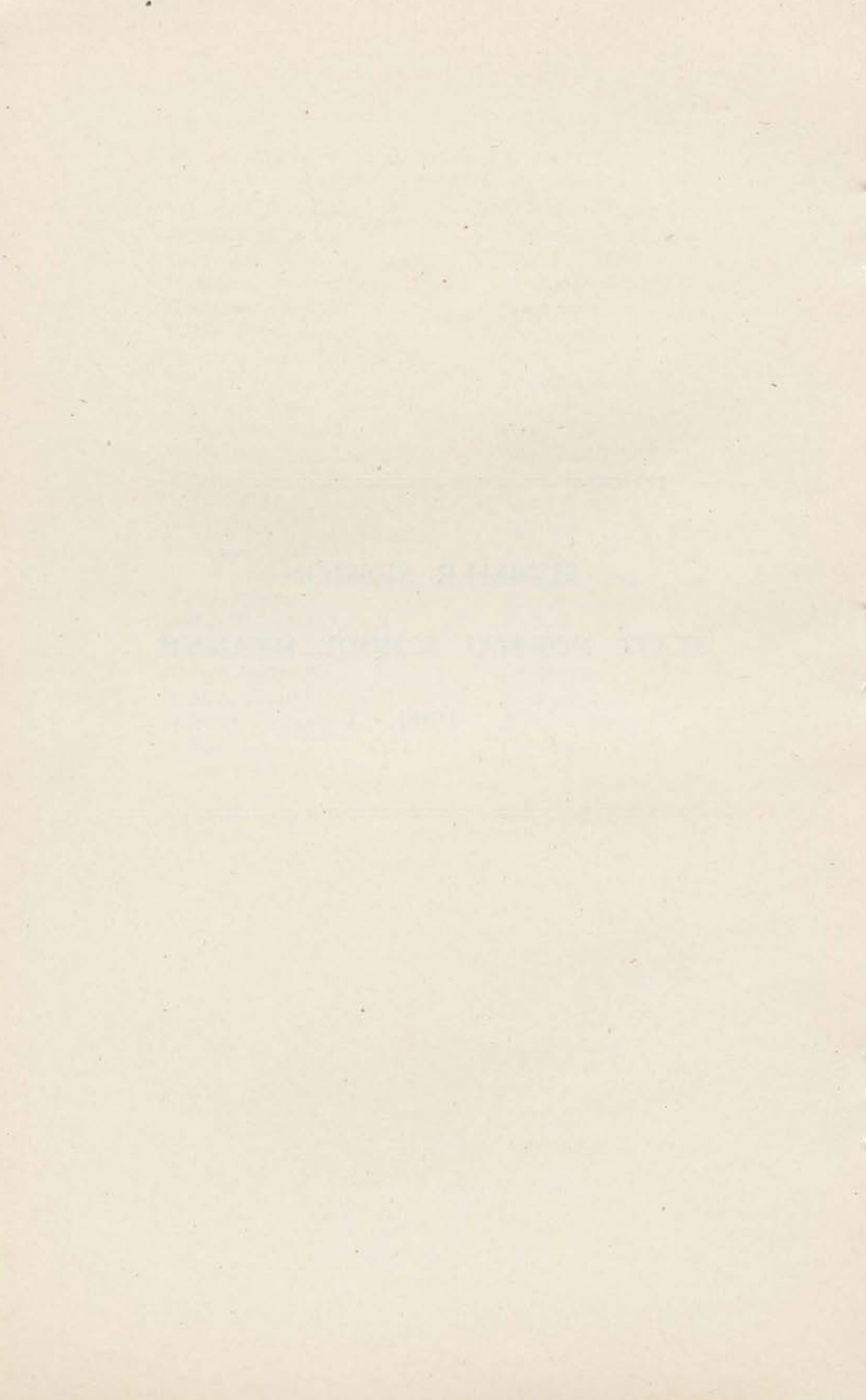


THE SUMMER SESSION—1906



SUMMER SESSION
STATE NORMAL SCHOOL, HYANNIS

1909



Summer Session of State Normal School at Hyannis.

TWELFTH SESSION, JULY 7 TO AUG. 6, 1909.

Purpose. — To provide opportunities for professional study to teachers, supervisors and superintendents of schools.

Character of the Work. — Such as will put students into touch with modern methods as practiced in our best public schools.

Instructors. — Mostly prominent teachers selected from other normal schools and colleges who become members of the Hyannis faculty each summer.

Diplomas. — Credits allowed for all work done and diploma awarded on completion of the course.

Tuition. — Free to all who live or teach in the State.

Expenses. — Board and lodging in the dormitory, \$6. Books, paper and laboratory materials at cost.

Location. — On the south side of Cape Cod, 79 miles from Boston.

Climate. — Cooled by sea breezes.

Recreations. — Sea bathing delightful; sailing and rowing excellent in ocean, bays and lakes; good bicycling over State roads; walks and drives along shores and in woods unsurpassed.

MEETS A PROFESSIONAL-NEED.

The summer school at Hyannis has been in session for eleven successive seasons. From the first it has been apparent that the school was meeting an educational

need in the State. The number of students has so increased that last summer it became necessary to advise late applicants to go elsewhere.

The character of the students is shown by the fact that last summer, in a total enrollment of 180, 19 were college graduates, 42 were normal school graduates and 96 had attended normal schools or colleges. The average amount of experience was six years. The number of experienced superintendents and supervisors of drawing and manual training is increasing every year. Such students are particularly welcome, as they help others to understand the educational principles which are emphasized at Hyannis.

The estimate in which the school is held by the students is shown in the following ways:—

1. The school depends upon its students for advertising it.
2. Many students return summer after summer.
3. Prominent superintendents and teachers from all parts of the State are willing to give such testimonials as the following:—

LOWELL, MASS., Jan. 2, 1909.

DEAR MR. BALDWIN:—It has been my great privilege to attend six sessions of the Hyannis Normal School. To the work of those six summers, and contact with the school during five years of residence on the Cape, I attribute in large measure whatever of sound pedagogy, love of service, correct point of view and optimistic outlook I may possess.

Every teacher who means business will find pleasure and profit in the summer sessions.

S. HOWARD CHACE,

Superintendent of Schools, Tewksbury District.

LITTLETON, MASS., Jan. 4, 1909.

MY DEAR MR. BALDWIN:—Personally I consider the three seasons spent at Hyannis decidedly a benefit, and I am urging to my utmost the teachers under my care to

attend. At no other summer school have I found a spirit equal to that at Hyannis. I hope to be with you again soon, but my family need me the present summer.

May I urge the establishing of a course in American history? I find teachers bound to the text-book and with no breadth of view at all. I am certain such a course would prove an attraction.

Yours very sincerely,

ARTHUR B. WEBBER,
Superintendent of Schools.

GRAFTON, MASS., Jan. 2, 1909.

MY DEAR MR. BALDWIN:—The summer term which I spent at the Hyannis Normal School was both a pleasant and a profitable one.

In a material way I received assistance which has enabled me to give to the children in my district some of the advantages of manual work; in an inspirational way I gained a view-point which has made my school work since more social and less didactic. At least calculation the term did me much personal good.

Yours respectfully,

R. O. SMALL.

PROVINCETOWN, MASS., Jan. 9, 1909.

MY DEAR MR. BALDWIN:—Permit me at this time to express my appreciation of the unequalled opportunities for professional improvement which I know your summer session has ever offered since I first became acquainted with its spirit and method, in the summer of 1900.

I now plan to attend myself this coming summer, and shall bring the features of this coming summer session before all my teachers.

Wishing you and the school a most prosperous year, I am, very respectfully,

HERMAN N. KNOX,
Superintendent of Schools.

BELMONT, MASS., Jan. 5, 1909.

DEAR MR. BALDWIN:—I enjoyed very much the few weeks I spent in the Hyannis Summer School, and found the course of lectures I attended very stimulating and

helpful. The general sanity and earnestness of both students and instructors provided an atmosphere which could not be otherwise than healthful and invigorating for both the novice and the veteran.

I have recommended it to my teachers and they have found the work there very practical.

Sincerely yours,

G. P. ARMSTRONG,
Superintendent of Schools.

UXBRIDGE, MASS., Jan. 16, 1909.

DEAR MR. BALDWIN: — I am glad to have an opportunity to express my appreciation of the Hyannis State Summer Normal School. My two summers' work there proved very helpful to me in a professional way, and personally I derived no little benefit, as many others confessed to me they did, from coming in contact with the Hyannis ideals of unselfish service and noble living. In other words, your school serves to inspire as well as to instruct, and this, I am sure, is one reason why so many of your summer students return again and again.

Very truly yours,

E. S. COBB,
Superintendent of Schools.

LEOMINSTER, MASS., Jan. 23, 1909.

DEAR MR. BALDWIN: — During the 1908 summer session I attended, with much profit and pleasure, certain courses and lectures at the Hyannis Normal School. Hope to be present another year.

Yours,

THOS. E. THOMPSON.

CHESHIRE, MASS., Jan. 19, 1909.

DEAR MR. BALDWIN: — Replying to your letter of recent date, I would estimate the value of my two seasons' experience with the summer sessions of Hyannis Normal School in the opportunity afforded to pursue courses personally conducted by well-known educators; in the stronger grasp on professional problems by intensive study under expert direction; and in the pleasant memories of the

kindly spirit which pervaded the social atmosphere of the whole school.

Very sincerely,

F. B. VAN ORNUM,
Superintendent of Schools.

KINGSTON, MASS., Jan. 2, 1909.

DEAR MR. BALDWIN:—I should be very pleased indeed if anything I could say should lead any person to attend the summer session. I feel that I could write pages of reasons why educators should do so, and I make the term broad in order to include all,—from the most inexperienced teacher to the one who needs to get fresh inspiration to avoid the danger of getting into a rut, and to the superintendent who needs the experience of rubbing up against his fellows in a way that no meetings of associations or conventions can permit.

I look back with pleasure to the three sessions that I attended, and with regret that I was unable to complete the fourth, last summer. I believe that nowhere else could I have obtained so much benefit from effort that I put in. I was constantly surprised to see how the instructors reached the different students. In a single class there would be found some who were the merest beginners and others who had already gone far into the subject,—all advancing according to their several abilities and proving mutually helpful.

The spirit in which the work is carried on seemed to me almost ideal. I should be sorry indeed for the pupils of a teacher who could pass five weeks there without coming under its influence in a way that would carry its effect back to the schoolroom. The dignity of labor, the pleasure of helpfulness and the joy of overcoming difficulties are among the articles of the creed that is beneath it all.

Now, Mr. Baldwin, I have been for the past few minutes in Hyannis again. I see that what I have written was not what I intended to write. I should like to write of the interesting discussions we men used to have, entirely impromptu and growing out of some of the problems that

had met us in our several positions,—discussions that did not, perhaps, lead to any solution, but which nevertheless cleared up the matter in our own minds, and which I feel were of value to me even if they did take place entirely outside of the work of the course. I came to know some of the men there as I never could have done by simply meeting them at the meetings that we attend from time to time. I place a high value, too, upon the acquaintance with the members of the faculty, whom I could hardly have met otherwise than there, and, in any case, conditions would have been very different from those where there was time to really become acquainted.

Accept my wishes for a happy and prosperous new year for you all and for the school.

Cordially yours,

EVERETT G. LORING,
Superintendent of Schools.

WALPOLE, MASS., Jan. 18, 1909.

DEAR MR. BALDWIN:—While superintendent of schools of Barnstable I attended three summer sessions of the Hyannis Normal School, taking courses in psychology, pedagogy and school supervision. I found the instruction in all of these courses of a very high grade and intensely practical. I think I never spent an equal length of time in study to greater advantage. I heartily commend the school to superintendents and teachers in service who wish to advance professionally and financially.

Very truly yours,

FREDERIC W. KINGMAN,
Superintendent of Schools.

BOSTON, MASS., Jan. 11, 1909.

MY DEAR MR. BALDWIN:—I am very glad to say a good word for the school. I consider my five summers at Hyannis well spent. The teaching force is strong, the ideals high and the spirit of the work in every way fine. I stand always ready to urge any one wishing a happy, out-of-door summer, yet one in which he may gain inspiration

and added wisdom, to go to the Hyannis Summer School, of which I am glad to be a graduate.

With every good wish for 1909.

Cordially,

MARIAN HOLDEN.

DORCHESTER, MASS., Jan. 6, 1909.

MY DEAR MR. BALDWIN:—On arriving home after a season at Hyannis my first thought has always been to write you some letter of appreciation out of gratitude for the good and the pleasure which I have received from my experiences at Hyannis. But some inhibiting influence has restrained me or you would have received before now some grateful acknowledgment, and if written at the time when I was fresh from the source of inspiration it would have come hot indeed from the very center of enthusiasm and supreme satisfaction within me.

My sister and I first went to Hyannis attracted by a certain course of study which we thought would fit our needs. We had no idea what the school was like or its situation. We were more than repaid. The study which we pursued that summer has been a gold mine to me in my daily work ever since, and it is more valuable to-day than ever; and not only that course but those which followed, for we kept on going to Hyannis. We could not seem to help it. There is an irresistible something which pulls us there. It is not the course of study alone, although it has always been a feast of good things and a strong temptation to overindulge; nor is it the situation only, though it certainly appeals strongly to those who love the seashore and the soft breezes that are always blowing. I believe it is the spirit of good fellowship of kindred souls getting together with some definite aim and a large capacity for enjoyment, and the spirit which is there waiting for us and which serves as a live force to call out the best response that we can give.

Emerson said "I went to Rome and found myself." I feel the same about Hyannis. It is life which we want, and we get it there abundantly. Such a life tends to broaden us, both as teachers and as human beings. It

strengthens and vitalizes our ideals, and they cannot help but become a force which carries us through the entire year, and back again to Hyannis in the summer.

Yours very sincerely,

VIOLA M. ALLEN.

MELROSE, MASS., Jan. 4, 1909.

MY DEAR MR. BALDWIN:—I am very glad of an opportunity to tell you how much I appreciate Hyannis State Normal School, although words are inadequate to express the real benefits derived.

The intellectual advantages and advancement to be obtained are sufficient to satisfy even the most exacting, while the peace, harmony and co-operation that prevail in the school are but an index of the spirit of good will which emanates from the home life existing in the dormitory.

A summer spent at Hyannis cannot fail to afford ample opportunity for mental growth and personal development, to broaden one's character and enable one to realize more fully his own capabilities and possibilities.

Sincerely yours,

ETTA M. WILCOX.

WORCESTER, MASS., Jan. 9, 1909.

DEAR MR. BALDWIN:—I am very glad to tell you how much I enjoyed the two sessions I spent at the Hyannis Summer School. I found it a most delightful place, combining work with recreation in so pleasing a fashion. I am sure that I am stronger both mentally and physically for my stay there and earnestly hope I may be able to have other seasons there. The whole spirit of the school was inspiring and restful.

With best wishes for the school and the teachers, I remain yours sincerely,

CARRIE M. ADAMS.

TAUNTON, MASS., Jan. 6, 1909.

MY DEAR MR. BALDWIN:—As you may remember, I have attended the Hyannis Summer School for several seasons, and I regard it as both a pleasure and a privilege to express my appreciation of the professional benefit I have received from this attendance.

The courses in supervision, under Drs. Dewey and Carroll and Mr. Kendall, have been most interesting, stimulating and practical; and the class in pedagogy, conducted by Miss Laing, proved to me last year to be the most satisfactory professional study I have ever undertaken. Out of this particular experience I feel like advising every teacher, after having several years' work in the class room, to go to Hyannis and review his psychology and pedagogy.

Yours faithfully,

C. R. STACY,
Principal Weir Grammar School.

SOMERVILLE, MASS., Jan. 7, 1909.

DEAR MR. BALDWIN:—Any teacher desiring a thorough course in basketry may well turn to Hyannis and I am sure his most sanguine anticipations will be met. The work is under the direction of such an enthusiastic teacher, and one who is so thoroughly conversant with her subject, that the course seemed all too short.

As individual instruction is given, a student may advance as rapidly as he is able. I am sure a better conducted course in basketry would be very difficult to find.

DELIA R. WALKER.

WOLLASTON, MASS.

DEAR MR. BALDWIN:—Learning that you are placing more emphasis than ever on the physical side of the teacher's development, I should like to add a word of encouragement as a result of my experience at Hyannis.

I came to the school in good physical condition, prepared for hard work, and am greatly pleased to report that, after a full year of strenuous effort, together with two consecutive summers at the school, I surprised my friends by returning to Quincy in September in improved physical condition; so much so that our family physician remarked that he had never seen me looking better, and added that whatever I did last year I ought certainly to continue.

• The regular hours for study, sleep and exercise, the inspiration of Miss Crowell, the physical director, the excel-

lent outdoor opportunities for walks, sports and bathing, all contributed to this most gratifying result.

Trusting that this word may prove helpful in leading others to see the importance of this phase of the work done at Hyannis, I remain,

Very sincerely yours,

CHAS. E. FINCH.

SPRINGFIELD, MASS., Jan. 10, 1909.

DEAR MR. BALDWIN: — The Hyannis Summer School presents an unusual opportunity for intensive work combined with necessary recreation, in an atmosphere of sympathetic co-operation between faculty and students, and with an *esprit de corps* in the student body that is unique.

At the close of the session one leaves Hyannis with higher ideals and renewed realization of the privilege of being a worker in the great field of education.

Most sincerely yours,

FRANCES E. CHENEY.

Many of the superintendents of the State feel very helpless in connection with the work of the grades below the high school. This is doubtless due to the fact that they have not come much into personal contact with children during their period of preparation. Such men will find normal school work particularly helpful. Here every subject is discussed from the standpoint of child development. The atmosphere is saturated with consideration for the child. Then, too, they will come into contact with teachers of all degrees of experience in the various grades, and so be helped toward getting the point of view of their own teachers.

As to the quality of the work required, it may be said that the strongest students never complain that it is too easy, and some of the above testimonials show that graduates of our best colleges and universities find the work comparing favorably with any which they have before taken.

A COURSE FOR SUPERINTENDENTS.

In connection with his report for 1905 Secretary Martin made the following suggestions:—

Superintendents who wish to make a serious study of their work might profitably plan to spend five full weeks for at least three or four succeeding summers at Hyannis in pursuit of the following course, or some modification of the same, but the work of a single summer would be of great value even to superintendents of considerable experience.

First summer, .	{	Supervision,	3 weeks
		The making of elementary	
		courses of study, . . .	2 weeks
Second summer, .	{	Psychology,	5 weeks
		Pedagogy,	5 weeks
		Methods in geography, .	5 weeks
Third summer, .	{	Biology, with methods in	
		nature study,. . . .	5 weeks
		Methods in arithmetic, .	5 weeks
Fourth summer, .	{	Industrial education, .	5 weeks
		History of education, .	5 weeks

Alternates — Methods in music, drawing and English.

PURPOSE OF THIS SCHOOL.

Every teacher worthy of the name feels the need of such inspiration as comes from regular intensive study during some part of each year. To meet this need the State has appropriated money each year for the support of this summer session. This is a movement for the improvement of teachers now at work in our schools. Here those who feel obliged to teach during the regular school year will have an opportunity to take work equal in value to that which is usually offered in normal schools and colleges. A teacher can attend this school for two or three summers, then secure a leave of absence for one

year, spend this year at the Hyannis Normal School, return to her position, and then attend the school for two more summers, thus completing her course.

The purpose of the instructors of this school will be to give regular, systematic courses in such subjects and of such a character as will meet the needs of teachers now in service.

CHARACTER OF THE WORK.

The work will be like the regular work of the school year. The same amount of study, of lecture room and of laboratory time will be required in each subject.

Students may take one or more subjects, but the work must be intensive in each.

The work is so planned that it is not possible to take more than two of the heavier subjects, and students are earnestly advised to take but one.

CREDITS ALLOWED.

Due credits will be allowed for work which has been done in other normal schools or in colleges.

Teachers in service may be allowed to offer their experience between the successive summer sessions in lieu of practice in the training school.

DIPLOMAS GRANTED.

Credit will be given for each subject that is satisfactorily completed. A diploma will be awarded when the amount of work done by the student is equal to that required in the regular course.

The time required for earning a diploma will depend upon the former preparation and upon the amount and character of work at this school.

ADMISSION.

Teachers of maturity who have been in service for two or more years, and graduates of four-year courses in high schools who have taught one year, will be admitted without examination.

Graduates of high schools and teachers of less than the above required experience who desire to teach in the State may be admitted without examination, but without entrance examinations cannot receive credit to count toward a diploma.

GENERAL REGULATIONS REGARDING CREDITS TO BE ALLOWED STUDENTS FROM OTHER NORMAL SCHOOLS, TRAINING SCHOOLS AND COLLEGES.

1. The matter of the granting of credits shall be in the hands of a special committee, consisting of the principal and two other members of the summer session faculty, subject to the approval of the Board of Visitors of the school.

2. A student who has had one year or less of work in another State normal school shall receive full credit for the same, but the time needed to complete the course shall depend upon the character of the work done here.

3. A graduate of any State normal school outside of the State of Massachusetts shall be required to do the work of four summers before receiving a diploma, unless the character of the work done is particularly strong.

4. A candidate from a training school, whose past record is particularly strong and the character of whose work is exceptionally good, may be given such credit as seems just in the judgment of the special committee and the Board of Visitors.

5. A graduate of any college shall be required to take the subjects of psychology, pedagogy and such typical

subjects as may be deemed advisable by the special committee and the Board of Visitors, and to furnish evidence of at least three years of successful experience.

6. Due credit will be allowed for undergraduate work in any college.

7. Three years of properly certified, successful experience may be accepted in all cases in lieu of teaching in the training school.

LIST OF SUBJECTS AND INSTRUCTORS.

Music. — Edmund F. Sawyer, Instructor in Music, State Normal School, Hyannis.

Pedagogy. — J. J. Findlay, Sarah Fielden Professor of Education in the University of Manchester, Manchester, Eng.

English. — Elizabeth H. Spalding, formerly Instructor in English, Pratt Institute, Brooklyn, N. Y.

Geography. — Charles P. Sinnott, Instructor in Geography, State Normal School, Bridgewater, Mass.

Arithmetic. — Gertrude E. Bigelow, Supervisor of Practice, Boston Normal School, Boston, Mass.

Drawing. — Theodore M. Dillaway, Supervisor of Drawing, Buffalo, N. Y.

Hygiene and Physical Training with Physiology as a Basis. — Annie S. Crowell, Instructor in Physical Training and Physiology, State Normal School, Hyannis.

Psychology. — John Coulter Hockenberry, Instructor in Pedagogy, State Normal School, Westfield.

Plants and School-garden Work. — Bertha M. Brown, formerly Instructor in Biology, State Normal School, Hyannis.

United States History. — Hannah Margaret Harris, Instructor in History, State Normal School, Hyannis.

Industrial Work. — Theory, Charles H. Morrill, Instructor in Physics and Manual Training, State Normal School, Hyannis. Basketry, cane seating, hammock making and similar subjects, Mabel Kimball Baker, Supervisor of Industrial Work, Training School, Hyannis.

Supervision.— Clarence F. Carroll, Superintendent of Schools, Rochester, N. Y., Kate Stevens, Principal Montein Street Higher Elementary School, London, Eng.

PROMINENT ENGLISH EDUCATORS ON THE STAFF.

We have been fortunate in securing the services of two noted English educators. Prof. J. J. Findlay is not only at the head of the pedagogical department at Manchester University, but he is in charge of an experimental school which is affiliated with the university in much the same way as is the School of Education with Chicago University.

Miss Kate Stevens is well known among educators both in England and in America.

SITUATION OF SCHOOL.

The school is situated in the village of Hyannis, seventy-nine miles from Boston. The Cape is here only about three miles across, and scarcely a breeze can come to us without traversing a broad expanse of water. It is much as though we were on an island forty miles long and from three to fifteen miles wide. This part of the Cape is well wooded with pine and oak forests, abounds in beautiful fresh-water lakes and its shore is indented with fine bays; thus the scenery on land and water is varied and beautiful. The person from the city or an inland town is delighted with the opportunities for seeing cranberry bogs, the clam digging, the bluefishing and kindred industries. He enjoys the bathing, the boating and fishing. If he prefers his wheel or a horse, he will find macadamized State roads for the first, and delightful, lonely, winding wood roads for the last.

Hyannis is on the Cape Cod division of the New York, New Haven & Hartford Railroad. The train service

throughout the summer season is excellent. Hyannis is rapidly becoming a well-known summer resort, and Boston business men go back and forth daily on the train throughout the summer season.

FAVORITE EXCURSIONS FROM HYANNIS.

The quaint old village of Yarmouth, only three and one-half miles across the Cape, is well worth a visit, and may be reached by train, by wheel or by carriage.

Shoot-flying Hill, from which on a clear day the whole Cape and the mainland as far north as Plymouth can be seen, is only five miles away, and can be reached by barge.

Wequaquet Lake is situated at the foot of Shoot-flying Hill. It has a much-indented shore, about nine miles around, contains beautiful islands, and is much resorted to for fishing, boating and picnicking.

These are typical of other villages, lakes and resorts which are within easy reach of Hyannis. More distant points of interest are Provincetown, at one extreme end of the Cape, the part made famous by Thoreau's "Cape Cod;" Buzzards Bay, formerly the summer home of Grover Cleveland and Joseph Jefferson; Wood's Holl, the seat of the noted Marine Biological Laboratory and the aquarium of the United States Fish Commission; Plymouth, just across Cape Cod Bay; Nantucket, nearly due south across Vineyard Sound; and Martha's Vineyard, to the southwest of us. Provincetown, Buzzards Bay, Wood's Holl and Plymouth may be reached by rail; and one may also cross the Cape to Yarmouth, and thence sail to Provincetown and Plymouth. Excursions may be made by rail and steamer to Martha's Vineyard and Nantucket.

EXPENSES.

Tuition will be free to all who signify their intention to teach in the State; to others, the nominal fee of \$4 will be charged for the five weeks.

Use of books and equipment of the school will be free.

Books, paper and laboratory materials will be furnished at cost.

Board and furnished room, with heat and light (no personal washing), two single beds in each room, at the dormitory, \$6. Board without room, \$5.

OTHER INFORMATION.

Women are expected to care for their own rooms, unless special arrangements are made for the same.

Each boarder at the dormitory is expected to bring sheets for single beds, pillow cases, towels, napkins, clothes-bags and napkin-ring.

All clothing should be distinctly and indelibly marked with the owner's name.

Those desiring board at the dormitory should make arrangements at once, as the motto will be, "First come first served."

Others will be directed to places in the village on their arrival, and can then select such rooms as seem to them desirable.

Teachers from about Boston should be sure and secure round-trip tickets at excursion rates.

CAMPING.

In 1907 the plan of living in a tent by the shore was inaugurated and proved very satisfactory. It is quite possible to camp either on the shore or in the woods.

EXCURSION RATES.

Round-trip tickets, good for the summer season, may be purchased at excursion rates at all places in the eastern part of the State.

SPECIAL NOTICE.

Many of those who attended the session of 1908 have registered for this year. Only about as many more can be accommodated. If the number of applicants exceeds the accommodations, those applying first will be first considered for admission.

It seems desirable to have it understood by all who contemplate attending this school that it is a *real school*, established and supported by the State for the professional training of those who are now or expect to be teachers in the State. It is, in fact, a State normal school, and is administered on that basis.

Students are expected to conform to such simple regulations as seem to the faculty desirable for the proper management of the school. A few regulations have been found necessary in connection with the dormitory, so that those who desire to study evenings may have some quiet, uninterrupted hours for the same.

The principal will be glad to answer any inquiries which are not answered in this circular.

